

Year 8 Threshold Concepts and Support Guidance

Spring Term

For the areas of learning within each subject we have identified the key knowledge and skills which students need to secure to give them a firm foundation on which to build further learning. We refer to these as threshold concepts and it is our intention that every student secures these threshold concepts to make outstanding progress through the curriculum.

We believe that the feedback and assessment that pupils receive is specifically related to the individual subject and so each department has a feedback and assessment policy, and teachers use a range of strategies to assess students' progress using the threshold concepts.

Below are the subject threshold concepts for the areas of learning covered during the Spring Term. You can support your child's progress by regularly discussing the threshold concepts with them to recap what they have learnt.



In addition, you can support your child's areas for development that we have signposted using resources and links below.

Here is a link to the Knowledge Organisers for Year 8 Spring Term: ([LINK](#))

Blended Learning:

Please visit each of your child's classes on Microsoft Teams for lesson resources and extended learning opportunities.



English (Literature and Language inc. Reading)	Year 8 Threshold Concepts – Spring term	How to support students' learning
	<p>Unit guiding question: How is the purpose, format and language of Macbeth presented by Shakespeare?</p> <p>TC1 - Understanding texts: identifying explicit and implicit information; selecting accurate and precise quotations</p> <p>TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments</p> <p>TC3 - Show understanding of the relationships between texts, and the contexts in which they were written</p> <p>TC9 – Spelling – SPAG</p> <p>TC10 – Reading</p>	<p>Reading: For reading strategy support, please visit The National Literacy Trust: Improve your child's learning at home Words for Life</p> <p>You can access the full text of 'Macbeth' here: myON®</p> <p>Audiobook: Macbeth by William Shakespeare - FULL AudioBook   Greatest AudioBooks - Theatrical Play Reading - YouTube</p> <p>The following websites are links that students and parents can use to support understanding of the text: Macbeth Shakespeare Learning Zone (rsc.org.uk) Macbeth - KS3 English - BBC Bitesize</p> <p>Writing: The following websites are links that students and parents can use to support completion of written work around the text: Unit - Oak National Academy (thenational.academy)</p> <p>Speaking and Listening: Talk about the story at home and what students have learnt today. Watch the film version of 'Macbeth': [Shakespeare: The Animated Tales] Macbeth - YouTube</p>

Brackets, equations, and inequalities

TC97 - Understand that relationships can be generalised using algebraic statements

TC98 - Understand how to use the distributive law to multiply an expression by a term such as $3(a + 4b)$ and $3p^2(2p + 3b)$

Sequences

TC100 - Understand that any term in an arithmetic sequence can be expressed in terms of its position in the sequence (nth term)

Indices

TC101 - Understand indices (integer exponents) and roots

TC102 - Understand the laws of indices when simplifying algebraic expressions

Fractions and percentages

TC104 - Understand that percentages are an example of a multiplicative relationship and apply this understanding to a range of contexts

TC105 - Calculate percentage changes (increases and decreases)

Standard index form

TC106 - Understand that very large numbers can be written in the form $a \times 10^n$, (where $1 < a \leq 10$) and appreciate the real-life contexts where this format is usefully used

TC107 - Understand that very small numbers can be written in the form $a \times 10^{-n}$, (where $1 < a \leq 10$) and appreciate the real-life contexts where this format is usefully used

Number sense

TC109 - Determine whether calculations using rounding will give an underestimate or overestimate

TC110 - Understand the impact of rounding errors when using a calculator, and the way that these can be compounded to result in large inaccuracies

- Each of the units to the left have knowledge organisers to support your child in understanding the unit. These can be found by clicking the link on the front page which will take you to the school website.
- If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue.
- Sparx Maths can be used to support home learning. The system will send a weekly homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught.

Numeracy

- TC1** – Have a sense of the size of a number and where it fits in the number system
- TC2** – Know number bonds by heart e.g. tables, doubles and halves
- TC3** – Use what they know by heart to work out answers mentally
- TC4** – Calculate accurately & efficiently using a variety of strategies, both written & mental
- TC5** – Recognise when AND when not to use a calculator; using it efficiently if needs be
- TC6** – Make sense of number problems, including non-routine problems, and recognise the operations needed to solve them
- TC7** – Explain your methods and reasoning using correct mathematical terms
- TC8** – Judge whether your answers are reasonable, and have strategies for checking
- TC9** – Suggest suitable units for measuring
- TC10** – Make sensible estimates for measurements
- TC11** – Explain and interpret graphs, diagrams, charts and tables and use the numbers to predict
- TC12** – Use reason and application across all topics

- Each of the units to the left have knowledge organisers to support your child in understanding the unit. These can be found by clicking the link on the front page which will take you to the school website.
- If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue.
- Sparx Maths can be used to support home learning. The system will send a weekly homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught.

Biology**Organisation**

TC10 (B) - Understand the order of structures and relationships within an organism

TC14(B) - Understand that respiration and photosynthesis are chemical processes that provide plants and animals with energy.

Biology**4. Knowledge Organisers****Organisation**

- [Unit - Oak National Academy \(thenational.academy\)](#)
- [Unit - Oak National Academy \(thenational.academy\)](#)
- [Unit - Oak National Academy \(thenational.academy\)](#)
- [Organisation - GCSE Biology \(Single Science\) Revision - AQA - BBC Bitesize](#)
- [The whole of ORGANISATION. AQA 9-1 GCSE Biology or combined science for paper 1 - YouTube](#)

Bioenergetics

- [Photosynthetic Reaction \(4.1.1\) | AQA GCSE Biology Revision Notes 2018 | Save My Exams](#)
- [Rate of Photosynthesis \(4.1.2\) | AQA GCSE Biology Revision Notes 2018 | Save My Exams](#)
- [Required Practical: Photosynthesis Rate \(4.1.4\) | AQA GCSE Biology Revision Notes 2018 | Save My Exams](#)
- [Aerobic & Anaerobic Respiration \(4.2.1\) | AQA GCSE Biology Revision Notes 2018 | Save My Exams](#)
- [The whole AQA BIOENERGETICS. 9-1 GCSE Biology or combined science for paper 1 - YouTube](#)

Each of the topics taught in science have relevant knowledge organisers available to support and guide pupils. These can be found on the school website, in their science books and also in the student resources science folder.

Microsoft teams is used to upload the lessons frequently, as well as additional learning resources for pupils to access. If there is a particular lesson/topic area that needs additional practice they can use these resources to support them. Alternatively speaking to their class teacher will allow for additional help and resources too.

Educake can also be used as an additional tool to help with revision and recall. Logins can be found on Microsoft teams in the general science channel, as well as on pupil's science books. There is the opportunity to complete pre-set quizzes set by teachers, but also to select their own desired revision areas for additional practice.

Physics

Electricity

TC11(P) - Understand that electricity is the flow of electrons.

Waves

TC15(P) - Understand that waves transfer energy, **not** matter.

Physics

4. Knowledge Organisers

Electricity

- [Unit - Oak National Academy \(thenational.academy\)](#)
- [Electricity - KS3 Physics - BBC Bitesize](#)
- [Electricity - GCSE Physics \(Single Science\) Revision - AQA - BBC Bitesize](#)
- [Circuit Diagrams \(2.1.1\) | AQA GCSE Physics Revision Notes 2018 | Save My Exams](#)
- [The whole of AQA - ELECTRICITY. GCSE 9-1 Physics or Combined Science Revision Topic 2 for P1 - YouTube](#)

Waves

- [Waves - KS3 Physics - BBC Bitesize](#)
- [Transverse & Longitudinal Waves \(6.1.1\) | AQA GCSE Physics Revision Notes 2018 | Save My Exams](#)
- [Waves - GCSE Physics \(Single Science\) Revision - AQA - BBC Bitesize](#)
- [The Whole of AQA-WAVES. GCSE 9-1 Physics or Combined Science Revision Topic 6 for P2. - YouTube](#)

Each of the topics taught in science have relevant knowledge organisers available to support and guide pupils. These can be found on the school website, in their science books and also in the student resources science folder.

Microsoft teams is used to upload the lessons frequently, as well as additional learning resources for pupils to access. If there is a particular lesson/topic area that needs additional practice they can use these resources to support them. Alternatively speaking to their class teacher will allow for additional help and resources too.

Educake can also be used as an additional tool to help with revision and recall. Logins can be found on Microsoft teams in the general science channel, as well as on pupil's science books. There is the opportunity to complete pre-set quizzes set by teachers, but also to select their own desired revision areas for additional practice.

Chemistry

Atmosphere

TC13(C) - Understand that the Earth's atmosphere is made of different gases

Bonding and Structure

TC16(C) - Understand that there are 3 types of bonding (Ionic, Covalent and Metallic) and their properties.

Chemistry

4. Knowledge Organisers

Atmosphere

- [Unit - Oak National Academy \(thenational.academy\)](#)
- [Composition of the atmosphere - BBC Bitesize](#)
- [Gases in the Atmosphere \(9.1.1\) | AQA GCSE Chemistry Revision Notes 2018 | Save My Exams](#)
- [The Earth's early atmosphere - Developing the atmosphere - AQA - Chemistry \(Single Science\) Revision - AQA - BBC Bitesize](#)

Bonding and Structure

- [Ionic Bonding \(2.1.2\) | AQA GCSE Chemistry Revision Notes 2018 | Save My Exams](#)
- [Covalent bonding \(2.1.4\) | AQA GCSE Chemistry Revision Notes 2018 | Save My Exams](#)
- [Metallic Bonding \(2.1.5\) | AQA GCSE Chemistry Revision Notes 2018 | Save My Exams](#)
- [Bonding, structure and the properties of matter - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize](#)
- [The Whole of AQA - BONDING, STRUCTURE AND PROPERTIES. GCSE Chemistry or Combined Science Revision. - YouTube](#)

Each of the topics taught in science have relevant knowledge organisers available to support and guide pupils. These can be found on the school website, in their science books and also in the student resources science folder.

Microsoft teams is used to upload the lessons frequently, as well as additional learning resources for pupils to access. If there is a particular lesson/topic area that needs additional practice they can use these resources to support them. Alternatively speaking to their class teacher will allow for additional help and resources too.

Educake can also be used as an additional tool to help with revision and recall. Logins can be found on Microsoft teams in the general science channel, as well as on pupil's science books. There is the opportunity to complete pre-set quizzes set by teachers, but also to select their own desired revision areas for additional practice.

RSE

Spring – Intimate and Sexual Relationships

TC7 - That there are different forms of contraception

TC8 - That there are different types of relationships, including those within families, friendships, romantic or intimate relationships

TC9 - That consent must be freely given, without manipulation or coercion

- There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website.
- Resources on your child's class Microsoft Teams can support with their understanding.



www.healthforteens.co.uk/sexual-health/contraception/

Bug Design inspired by Contemporary Artist

TC19 - Many artists over the years have used the beauty of bugs as inspiration for their artwork.

TC20 - Understand that non-traditional (standard) materials, including recycling, can be used to create effective artwork.

TC21 - Understand how symmetry, simple geometric shapes and measuring techniques (Maths) can help with accuracy when drawing.

TC22 - Understand how to create a range of tonal values with biro.

TC23 - Understand that art can be created using mixed media.

TC17 - Understand that art does not always have to have a blank background on which to work.

Bug creation inspired by Contemporary Artist

TC24 - Many artists over the years have used clay as a material to produce their artwork.

Bug Design inspired by Contemporary Artist

Research the many contemporary artists on the internet who use bugs as inspiration, and discover the many materials and processes that they use for their art,
e.g., contemporary artists: **Mister Finch, Abby Diamond, Anna Collette-Hunt**
Research **Claudio Garzon, Hong Yi, Ghidaq al-Nizar** for inspiration when using non-traditional (standard) materials.

Talk about how simple shapes can be used to help form a drawing, e.g., three different sized ellipses in a line can be used to form the basic shape of an insect's body.
Talk about how the different parts of the subject being drawn are the same size or smaller or larger.
When talking about a subject to be drawn consider how many of a smaller part can fit into a larger section e.g., how many head lengths fit in the length of the bug's body.
Look at the width of different parts on the subject being drawn.

Practise producing tonal scales with different materials,
e.g. a pencil, pen (biro), colouring pencil, paint etc.

Pencil -

<https://www.youtube.com/watch?v=-5DmCre-wWE>



Tonal Scale

Research mixed media artwork.

Research the work of artists, e.g., Abby Diamond, who uses ink before working over the top with black ink. You could also look at the work of Ian Murphy who we study in year 9.

Bug creation inspired by Contemporary Artist

Research the many artists who have used clay to make their art, e.g., Grayson Perry, Rachel Dorn,

TC25 - Understand that ideas can be developed from primary and/or secondary sources.

TC26 - Understand the different stages of clay.

TC27 - Understand basic clay techniques.

Anna Collette-Hunt (Ceramicist)

Talk about different bugs that we see around us and the wide variety in our world.

Take photos of bugs (primary source)

Use a search engine to research the many bugs on our planet (secondary source).

Six stages of Clay



Clay Techniques: Slip, Score and Blend



Talk about art at home and what students have learnt at school past and present.

Talk about art that is in the news.

Talk about careers in art.

Developing for the web

TC1 - Digital Literacy - To find, evaluate and communicate using a range of digital mediums.

TC2 - Data Representation - To understand that binary logic is the central concept in representing, processing and storing data.

Introduction to Python Programming

TC3 - Computational Thinking - To understand how to efficiently and effectively solve a problem using abstraction, decomposition, pattern recognition and algorithmic thinking.

TC4 - Constructs - Understanding how to use Sequencing, Selection and Iteration to create algorithms.

TC5 - Computer Systems - To recognise and understand the key hardware and software involved in simple and complex computer systems.

Developing for the web

www.w3schools.com/html

www.w3schools.com/css

www.w3schools.com/cssref

Introduction to Python Programming

BBC Bitesize Computational thinking -

<https://www.bbc.co.uk/bitesize/guides/zp92mp3/revision/1>

BBC Bitesize Introduction to Programming –

<https://www.bbc.co.uk/bitesize/guides/zts8d2p/revision/1>

BBC Bitesize Programming basics –

<https://www.bbc.co.uk/bitesize/guides/zwmbgk7/revision/1>

Selection –

<https://www.bbc.co.uk/bitesize/guides/z2p9kqt/revision/1>

<https://youtu.be/Hp8JPPCF2rM>

Iteration -

<https://www.bbc.co.uk/bitesize/guides/z3khpv4/revision/1>

https://youtu.be/Tf5_qqBlgW4

Links to websites for students to code (guided and non-guided)

1. repl.it
2. pythontutor.com/visualize.html
3. trinket.io
4. projects.raspberrypi.org
5. [Docs.python.org/3](https://docs.python.org/3)

Unit guiding question: What is the relationship between food, the body and the world around us?

TC3(F) - The food choices that we make have an effect on our bodies and health and the world around us



To better understand that food and drinks provide different nutrients in varying amounts, and that all nutrients have important functions in the body



Use this website to better understand where our food comes from



To better understand how the impact of our food choices on the environment, look for the origin labels on your favourite fruit and vegetables and use this website to work out how far it has travelled.



This website also explains the environmental impact of foods and their ingredients



Adapt and follow recipes from this website, to develop food skills and cooking techniques when making a healthy meal or snack at home.

To better understand how to use food labelling to make informed food choices, use everyday experiences as learning opportunities. This might include looking at the nutritional labels on your favourite snacks. Use this website for easy ways to make a swap

Systems and Control

Unit guiding question: What is the purpose of a mechanism?

The threshold concept that is truly essential to enable pupils to access future learning is ...

TC4 (S) - Mechanisms convert one type of motion into another

TC5 (S) - Understand different types of motion and what mechanisms are used to convert them from one to another

TC6 (S) - Understanding that there are inputs processes and outputs for every mechanical system



Visit BBC bitesize to revise or study more about movement and mechanisms.

Resistant Materials

Unit guiding question: How is metal used to make products.

TC1 (R) - Understand that a metal is either Ferrous or Non- Ferrous and each can be used to create a wide variety of products.

TC2 (R) - Understand the environmental impact of using metals and the importance of recycling.

TC 3 (R) - Understand that correct size and proportion help make designs look realistic.



TC 4 (R) - Understand the benefits of using templates and jigs in the production of practical work.

TC 5 (R) – Understand that metal can be shaped and joined to allow us to manufacture complex objects.

Resistant Materials

Study more about materials and working with metal by following the links below :



	<p>Health and Social Care</p> <p>TC1(H) – Understand how peoples physical, intellectual, emotional and social well-being are linked</p> <p>TC2(H) – Understand what influences our health and well-being</p> <p>TC3(H) - Understand the impact of healthy eating on our growth and development</p> <p>TC4(H) – Understand the impact of nurture on our growth and development</p> <p>TC5(H) - Understand the impact of life events and how we can manage them</p>	<p>Health and Social Care</p>  <p>Unit-1-Revision-Guide1.pdf (haberdashersabrahamdarby.co.uk)</p> <p>Healthy diet - Nutrition, digestion and excretion - KS3 Biology - BBC Bitesize - BBC Bitesize</p>  <p>Unit 1: Human lifespan development - Life stages & P.I.E.S (Health & social care BTEC Level 3) 🍷🍷 - YouTube</p>
<p>Geography</p>	<p>Ecosystems, The Rainforest and Africa:</p> <p>TC1 - Understands how to use and interpret a range of data, sources of geographical information and terminology, including maps, graphs, and photographs.</p> <p>TC4 - Understand processes (physical and human) are key to explain what the Earth is like and why it is changing.</p> <p>TC8 - Recognises and understands that there are numerous natural and human patterns found on Earth that are not random.</p> <p>TC7 - Recognises and understands that sustainability is a key strategy in a range of geographical areas.</p>	<ul style="list-style-type: none"> • Check out BBC Bitesize: Environment, Resources and Conflict: https://www.bbc.co.uk/bitesize/topics/zjsc87h • Check out BBC Bitesize: Global Biomes: https://www.bbc.co.uk/bitesize/topics/ztgw2hv • Check out BBC Bitesize: Geographical Skills: https://www.bbc.co.uk/bitesize/topics/zm38q6f • Watch a series of video clips on BBC Teach – Ecosystems and Biomes: https://www.bbc.co.uk/teach/class-clips-video/geography-ks3--gcse-ecosystems-and-biomes/zn7xgwx • Test yourself using the following quiz site: https://www.educationquizzes.com/gcse/geography/ • Watch regular news updates – national and international e.g. the BBC

History

TC19 - The British Empire had a significant impact on Britain's development as well as global development.

TC20 - The outlook on the significance of individuals and events will change over time.

TC21 - World War One was a global war because of the countries involved as well as the involvement of soldiers and civilians.

TC22 - Which events are seen as significant can change based on who is looking back at them and their own personal interpretations based on a number of factors such as their own heritage.

- BBC Bitesize offers a range of knowledge development and knowledge checking activities.

British Empire – www.bbc.co.uk/bitesize/topics/z7kvf82

World War One – www.bbc.co.uk/bitesize/topics/z4crd2p

Extend your knowledge -

Precolonial Africa – www.bbc.co.uk/bitesize/topics/zj4fn9q

Suffragettes – www.bbc.co.uk/bitesize/topics/zxwg3j6

- Use Microsoft Teams to access lesson power points to revisit and knowledge or skills which you are unsure of.
- Access the History in your area. Shropshire is a History rich area. Telford, in particular IronBridge, can help you gain a good understanding of the British Empire. Shrewsbury Castle contains a military museum focused on the Kings Shropshire Light Infantry (KSLI) which covers wars fought by Shropshire soldiers as part of the British Empire and World War One. Your local Cenotaph can reveal a lot about the people from your area which fought and gave their lives in World War One.

Sets 1-2:

TC12H - The negative is formed in French in several ways, including using the structures “ne...pas” and “ne...jamais”, which are sandwiched around the conjugated verb.

TC13H - There are no simple or progressive past tenses in French. The perfect tense is used to communicate completed actions in the past. It comprises of three parts – subject, auxiliary verb and past participle.

Sets 3-7:

TC14L The negative is formed in French in several ways, including with the structure “ne...pas”, which is sandwiched around the conjugated verb and is translated as “do not”.

TC15L The pronoun “on” is commonly used in French to replace “nous”, particularly in conversation and can be translated as “we” or “you”.

To be an independent language learner and to revise and practise the work completed on the topic of **Free Time Activities** you should:

- Use the knowledge organisers to revise and practise essential knowledge and vocabulary.
- Use class material on Class Teams to revise lessons.
- Use www.memrise.com, www.linguascope.com (Username: Langleymfl, Password: Frenchmfl2) and www.languagesonline.org.uk to practise pronunciation.



This QR code will take you directly to a BBC Bitesize explanation of forming the negative in French

<https://www.bbc.co.uk/bitesize/guides/z62n47h/revision/1>



This QR code will take you directly to a video which explains subject pronouns in French

<https://www.youtube.com/watch?v=xzlyDXNuZ9g>



This QR code will take you to revision of the perfect tense

<https://www.bbc.co.uk/bitesize/topics/z7t8kmn/articles/zm3n7nb>

Unit guiding question: What is a soap opera? How are characters and storylines developed and performed in this genre?

Performing

Characterisation

TC7 - Creating a believable character and applying performance skills

Performance Skills

TC4 - Knowledge of performance skills (body language, facial expressions, voice, awareness of the audience) and knowing how to apply them

Creating

Collaboration and Communication

TC10 - Working effectively as part of a group, sharing ideas

Creative Intentions

TC12 - Awareness of storyline they are creating and what they want to achieve, knowledge of the genre

Devising Skills

TC13 - Creating short performances to a brief

Responding

Evaluation Skills

TC17 - Evaluating and improving own work and when evaluating the work of others suggesting areas for improvement

- Encourage your child to attend extra-curricular activities. There are Clubs on every night in the Performing Arts Department and opportunities to perform at events and concerts.
- Watch theatre productions. - Local Theatres - [Theatre Severn](#) , [The Place Telford](#)
- We are also a subscriber of the National Theatre Collection.
Login: <https://www.dramaonlinelibrary.com/custom-browse?docid=nationalTheatreCollections12>
Username: CKFGUG Password: YBGHUA
- KS3/KS4 BBC Bitesize - A website designed to help learn about topics covered at KS3 and KS4, support learning and find out about careers in music [KS3 Drama - BBC Teach](#), [Drama - BBC Bitesize](#), [Drama - BBC Bitesize](#)

Unit guiding question: How can we explore ways to develop musical ideas through variations?

Performing

Singing

TC2 - Singing rhythms and melodies accurately and fluently

Playing (Instrumental)

TC6 - Playing rhythms and melodies accurately and fluently

Creating

Composing

TC12 - Composing using theme and variation and a ground bass

Responding

Listening and Appraising

TC20 - Identifying variations within music from different times and places using appropriate musical vocabulary

Critical Engagement

TC27 - Evaluating own work and work of others making improvements where necessary

- Try to expose your child to as wide a variety of music as you can. Attend music concerts of all types and introduce your child to choirs and orchestras.
- Ask your child to listen to the music played while you are out in shops, restaurants and other public places. Do they notice any differences between the types of music played in different places?
- All students in KS3 learn to sing and play a range of instruments in class, but many pupils wish to extend their musical experience through in-depth study of a particular instrument or the voice by taking Instrumental / Vocal Lessons.
If your child is interested in learning an instrument/**singing please see Mrs Williams for a letter.**
- Undertaking extra-curricular activities has far-ranging benefits including learning new skills, boosting academic performance, developing broader social skills and improving time management. There are Clubs on every night in the Performing Arts Department and opportunities to perform at events and concerts.
- Bandlab for Education - An award winning online music platform where students can embark on a music-learning journey that unleashes their creativity and foster collaboration with peers: <https://edu.bandlab.com/>
- BBC 10 Pieces - BBC Ten Pieces consists of ten performances of classical music which aim to open up the world of classical music to 7-14 year-olds across the UK and inspire them to develop their own creative responses to the music: <https://www.bbc.co.uk/teach/ten-pieces/all-resources/zdg3t39>
- KS3 Music Bitesize - A website designed to help learn about topics covered at KS3, support learning and find out about careers in music: <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>
- Little Kids Rock Jam Zone - Learn to play your favourite band skills instruments and songs: <https://jamzone.littlekidsrock.org/>
- Telford and Wrekin Music Service is our local music service hub. They offer a wide range of ensembles that you can join as well as offering instrumental hire and invaluable experience for young people with high musical aspirations: [Telford & Wrekin Music \(telfordandwrekinmusic.co.uk\)](http://telfordandwrekinmusic.co.uk)

Spring:

TC18 – Identifies the short and long term effects of training

TC19 - Recognise key rules and consequences in a sport

TC21 - Understand and apply tactics and strategies

TC24 – Be self-motivated and inspire others to participate

TC25 – Use verbal and non-verbal communication to communicate clearly with others

TC27 - Can effectively express emotions.

TC29 – To participate in physical activity for a sustained period of time in a variety of activities

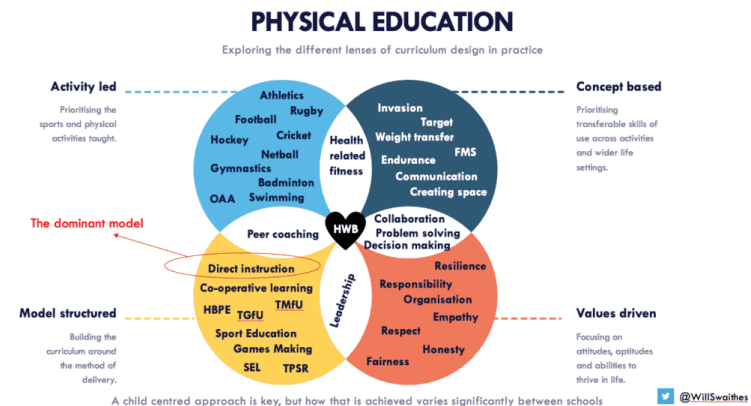
TC30 – To show determination when working at maximum performance in relation to speed, height, strength and stamina.

TC32 - Perform an advanced sequence with expression and timing.

- Music Theory - Free online lessons and exercises to help learn about the theory behind music: <https://www.musictheory.net/>

Knowledge organisers are available to students with the following information, and more:

- Learning the skills to be a good leader is an important part of our PE curriculum.
Research the skills necessary to be a good leader, and how you might use them in PE lessons. Here are a couple of examples:
 - Clear communication skills.
 - A good listener.
- Starting to perform more advanced skills during physical activity is key to students progressing practically.
- Can you think of a skill, and then how you would make it more advanced? Here's an example:
 - Dribbling in football à dribbling around a defender in football.



<p style="text-align: center;">PSHE</p>	<p>Spring – Health and Wellbeing</p> <p>TC5 - That the media and social media can have an impact on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>TC6 - Know what mental and emotional health is and strategies for managing these</p> <p>TC7 - Know what loss, separation, divorce and bereavement are the strategies for managing the feelings associated with them</p> <p>TC8 - That there are misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>TC9 - That there are strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p>	<ul style="list-style-type: none"> • There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website. • Resources on your child’s class Microsoft Teams can support with their understanding. • Teenage drinking Drinkaware • Helping Children Deal with Bullying & Cyberbullying NSPCC • Helping teenagers cope with death - Cruse Bereavement Support • Honest information about drugs FRANK (talktofrank.com)
<p style="text-align: center;">Religious Studies</p>	<p>Unit - Sikhism</p> <p>TC6 - To understand the influence key beliefs, teachings and practices have on religious believers, and at times non-religious believers, today (individuals, society and community)</p> <p>TC1 - To understand that religious beliefs are interpreted differently, even with in the same religion or denomination</p> <p>TC8 - To understand the symbolisms found within religion</p> <p>TC3 - To understand that misconceptions exist surrounding religious beliefs and practices that need addressing</p> <p>TC2 - To understand that religious practices have varying levels of adoption</p>	<ul style="list-style-type: none"> • There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website. • Resources on your child’s class Microsoft Teams can support with their understanding. • Sikhism - KS3 Religious Studies - BBC Bitesize • Religious Studies KS2: What is Sikhism? - BBC Teach - Scroll down for other videos